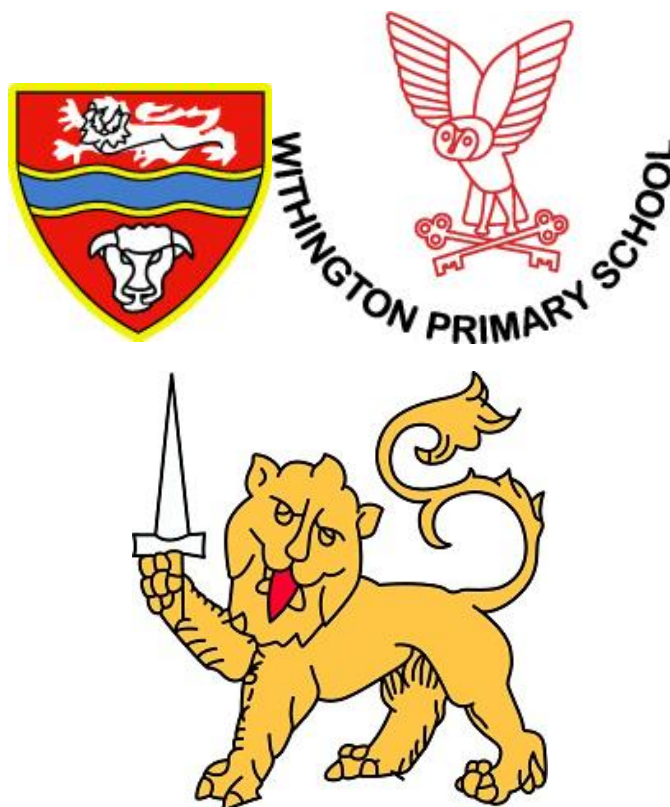


Aylestone Behaviour Policy

Aylestone School federated with
Broadlands Primary and Withington Primary



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Ms Samantha Smith at igschools@herefordshire.gov.uk 01432 260 282.



Creating Positivity Together

1. Rationale

We are a caring and close family at Aylestone School and we believe that high standards of student behaviour and good discipline support the aims of the school, safeguard the rights of students and are an essential pre-requisite for effective teaching and learning. We believe that the adults in our school play a vital role in demonstrating our values, acting as effective role models, and our vision as a school is to work together to create and promote a framework for Achieving Excellence Together. We aim to do this through a supportive and consistent approach across the whole school. Delivering a climate of positivity is directly related to the social, physical and emotional well-being of everyone and therefore allowing for every member of the school community to feel valued and respected, and each person to be treated fairly and well.

Primarily, we look to reinforce all of the good behaviour we see more and more regularly within our school. Through modelling of positive and courteous behaviour, encouragement and support for reinforcing good behaviours seen, we will continue to develop our children to be respectful and model citizens for when they leave us.

Expectations of excellent behaviour are high at Aylestone School, and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to encourage restorative justice wherever possible and to use sanctions only where absolutely necessary. We have an emphasis on self-discipline and believe that whenever possible, desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers.

The rights of our students and staff are outlined as follows:

- Every student has the right to learn in class.
- Every student has the right to move around school without fear of physical danger, bullying or interference with his or her property.
- Every student has the right to be recognised and rewarded for their good work, and correct decision making.
- Every student has the right to feel safe in the knowledge that the behaviour policy and its ethos is being used fairly and consistently by all staff.
- Every teacher has the right to be able to teach in a calm and ordered environment, has the right to expect co-operation of students, and has the support of parents and the Governing Body in delivering that curriculum.
- Every teacher has a responsibility to provide effective teaching, appropriate to the needs of the students in each class.
- Every teacher and student has the right to Teach and to Learn in a Disruption Free Environment.

Students are expected to behave in a manner consistent with the expectations listed above. Positive behaviour reflects well on students, their parents, the school and promotes a positive image both of individual students and the school to parents/carers and other members of the community.

2. Purpose

Our aim and purpose is to promote positive behaviour and attitudes which are based on mutual respect between all members of the school community and thus develop in our students: self-discipline, personal responsibility, high self-esteem and a pride in the school.

Aylestone School is committed to providing an environment which enables all teachers to teach to the best of their ability so that students can learn and achieve their maximum potential. Students are expected to show positive behaviour for learning at all times when they are representing the school, the key elements of this are reflected in our school values:

- Respect
- Hard Work
- Self-confidence
- Responsibility
- Fairness
- Honesty
- Courage

In carrying out this aim we will create a pleasant and stimulating learning environment for all which will ensure that effective teaching and learning can take place, leading to the best outcomes for all students.

3. Developing a positive classroom environment

In order to secure outstanding classroom behaviour, there are three elements which need to work together:

1. The consistent application of the school's positive behaviour policy by all staff
2. The extent to which students control and manage their own behaviour
3. Caring relationships built upon mutual respect

3.1 Consistency by all staff

There are a number of areas where consistency is vital to support the development of outstanding behaviour:

3.1a The beginning and end of lessons

Teachers should meet and greet students at the threshold to the Classroom. The Classroom should be set up and a task ready for students on entry. This task will either be on the desk ready for them or on the whiteboard. It should be clear to the students once they sit down, what their initial task is going to be.

The end of lessons will also be consistent throughout the school. Teachers will finish teaching 3 minutes before the bell signalling the end of the lesson. Students will stand behind their chairs, and the staff member will dismiss the students whilst stood at the exit to the Classroom. This makes sure that the lesson ends promptly and allows the students to make their way to their next lesson in good time. It also allows for the member of staff to then have the time to set up for their next lesson.

3.1b The use of praise and rewards

Teachers should praise the behaviour they want to see more of. Teachers need to understand the Reward System and ensure they award House Points when expectations are met, and when students go over and above those expectations. It is vital that all staff use the Rewards System. Teachers who do not make use of the school Reward System devalue the system in the eyes of the students and other staff.

3.1c The use of sanctions

Expectations are to be set and clarified regularly by all staff. Teachers should know the escalating levels of sanctions, and how to implement it appropriately within lessons and around the school. All teachers must use de-escalation strategies before making the decision to implement the Sanction System at any level. Sanctions are used as a last resort.

Teachers will make every effort to respond assertively when faced with inappropriate behaviour, calmly refocusing the student's attention on the work set and applying the sanction and reward system consistently and fairly.

Teachers are in a privileged position in being able to manage appropriately the behaviour of the children in their class, and around the school, making sensible and reasonable decisions on how to get the best outcome for the child moving forward. Our aim is to for the student to remain in the classroom as much as possible, and therefore enhancing the learning opportunities for the student.

3.2 The management of discussion and questioning

There should be;

- strategies to ensure that students wait their turn, listen, do not interrupt others and respect others' opinions
- clear routines for transitions and stopping the class.

3.3 The extent to which students learn to control and manage their own behaviour

This is much more likely to be in evidence when the positive behaviour for learning policy is being consistently applied and teachers have developed positive caring relationships based upon mutual respect.

The following strategies might support the active engagement of students in securing outstanding behaviour:

- The teacher gets to know and understand the individuals and their needs and recognises their participation
- Students are given responsibility and active roles in group discussion
- Students own their learning, are accountable, and are working harder than the teacher. They are actively contributing to the lesson, listening, respectful to the contributions of others and they show resilience when tasks are challenging.

3.4 Caring relationships built upon mutual respect

Teachers get to know their students, their needs and their strengths and weaknesses and use this information to inform their planning and adaptation of tasks within the lessons.

Teachers model respectful relationships and have high expectations around the way students speak to each other and to them.

Students know and understand what respect is, and understand how they can develop and show this to all members of the school community.

3.5 Effective de-escalation strategies that can be used by the class teacher (this is not an exhaustive list)

For any behaviour policy to be effective, school staff must employ effective de-escalation strategies and behaviour management techniques. These strategies/techniques may be evident in or out of the classroom. These strategies support the student in improving behaviour so that their learning is not adversely affected, and neither is that of the students within their class. The positive approach that staff have in the way they deal with negative behaviour in and out of the classroom will have a positive impact on other students within the school, and therefore further developing their confidence in how the school approaches and tackles negative behaviour.

Such positive behaviour management techniques (within the classroom) may include the following:

- Staff to have a thorough knowledge of the students in their care, being acutely aware of issues that may have an impact on types of behaviour that are demonstrated by the student or the class.
- Skilfully re-direct the negative behaviour so that the student re-engages with the task in hand. The teacher must not use the Sanction System as a threat of outcome for the behaviour being displayed by the student. This is not appropriate and will not support the student in modifying their behaviour.
- Always give good firm eye contact and use clear non-verbal signals in an attempt to modify unwarranted behaviour.
- Use physical proximity. Be very aware of the behaviour being displayed, and understand that physical proximity can either be helpful or not depending on the student concerned.
- Tactically ignore selected types of negative behaviour so as not to provide that student with the attention that they may seek, and which allows the teacher to continue to work with the majority of the class. Only deal with the negative behaviour when other options are depleted.
- Give verbal prompts and use praise/positive language on a regular basis.
- We are a 'No Shouting School'. Shouting at students will escalate poor behaviour. Having a clear and concise voice will support positive behaviour
- Remind students what they can achieve if they modify their behaviour. Do not threaten them with sanctions if this behaviour continues. The teacher must always remain positive. This management technique will be recognised by other students in the class, and students will respond favourably to it. They will acknowledge that the teacher is attempting to deal with the situation in a productive manner, rather than escalating the situation by engaging in a 'stand-off' with the student. The use of the schools reward system will only produce a positive learning environment.

4. Aylestone Values

Our school vision of 'Achieving Excellence Together' expresses the schools fundamental beliefs which underpin our Positive Behaviour Policy.

Behaviour in classrooms and around the school is the product of a variety of influences both within the school and outside of the school setting. Aylestone School prides itself on the relationships between the staff, it's pupils, and parents/carers. It is the knowledge of these relationships, and the created culture within the school that allows for a positive ethos in learning and behaviour.

An orderly environment is most important for all schools, but we hope to do more than just maintain order. We promote as an important part of our work, the spiritual, moral, social and cultural development of the children in our care. Aylestone School therefore can play an important part in providing students with a set of values. These values include: **Respect, Hard Work, Self-confidence, Responsibility, Fairness, Honesty, Courage.**



5. The Reward System

We aim to create a positive ethos and an environment where students strive to be successful and want to make the most of their abilities. Students who have a positive attitude towards their learning and who show positive behaviour for learning will be rewarded as per the school rewards system (Appendix 2).

Positive behaviours are reinforced by the use of rewards, such as the giving of House Points, postcards home, phone calls/emails to parents, letters home, invitations to reward events throughout the year, and at the end of the year. Positive behaviours are also reinforced by the regular verbal praise the teacher gives to the student. This may happen immediately after the event, or could happen later in the day or the week. Verbal praise supports positive behaviour when given to the student at a time the student is not expecting it, such as when the teacher walks past the student between lessons or during break. Members of staff will always take into consideration SEND requirements when awarding House Points, making sure that the abilities of each student are considered in the decision making when awarding House Points.

Celebration Assemblies will occur regularly to reward students who make a positive contribution to school life. Students will also be rewarded by positive acknowledgement and through termly rewards assemblies and trips. They will also be rewarded in line with our criteria for the Aylestone Special Achievement Awards (Appendix B).

Our aim is the pursuit of excellence for all. We strive for the development of individual potential in a stimulating and inspiring school that is at the heart of the local community. Aylestone School aims to create a welcoming and exciting learning environment where we:

- Provide a rich, diverse and challenging education through excellent and innovative teaching and learning
- Celebrate success, promote a "can do" attitude and inspire each to achieve their best
- Support personal development, social responsibility and a sense of self-worth
- Develop the attitudes and skills that support a healthy and fulfilled life together with the confidence for a lifetime of learning
- Work as partners in learning with students, parents/carers and the community
- Provide a safe, supportive and well-ordered environment where students and staff are happy and confident as they aspire to achieve.

We feel that in meeting the above criteria, we will provide opportunities to deliver a rich and diverse Enrichment offer which stimulates personal development, and supports the overarching values of the school. Rewards will follow when student;

- demonstrates any of our values
- attends or takes part in enrichment activities
- applies effort over and above the standard
- produces excellent pieces of work
- supports other students in their work
- supports other students who may encounter difficulties

6. The Sanction System

Every student at Aylestone School is responsible for their own actions. We expect students to take pride in their school and display appropriate behaviour for learning. Students who do not show the key elements of positive behaviour for learning may have a sanction for their action. One of the sanctions of such action is one in which a student attends the department for a restorative meeting. It is the student's responsibility to ensure that they attend it. This will allow for the student and the teacher/faculty to discuss the behaviour, for the student to reflect and acknowledge the poor behaviour, following which the student will return to the faculty in their next lesson with a fresh start.

The sanctions system operates through a grading system (Appendix 1). The different levels are S1, S2, S3, S4, S5. Sanctions should be issued fairly, timely and within the context of promoting a positive climate for learning. Incidents at S1 and S2 level are managed by the classroom teacher/faculty in order to establish

and maintain caring relationships based on mutual respect, with appropriate restoration where necessary. S3 incidents are authorised by middle leaders and SLT, whilst S4 and S5 incidents are authorised by SLT. Staff who have applied the Sanction System at an S3 level (whole school detention), are invited to see the student when they are sitting that detention.

7. Reflection Room

To ensure disruption free learning for all pupils, school staff may instruct a pupil to remove themselves from the classroom for a defined amount time. The student will report to the separate Reflection Room.

Pupils who have been removed will continue to receive education under the supervision of a member of staff in the Reflection Room. The education received will be meaningful and appropriate, but it may differ slightly from the mainstream curriculum. Staff will only remove pupils from the classroom once other behavioural strategies have been exhausted and following one warning, or unless the behaviour is so extreme that it warrants immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Maintain the learning environment for all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regulate themselves in a calm and safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the agreement of the Headteacher. Pupils will be reintegrated into the classroom as soon as is appropriate, and is safe to do so. The school will take into consideration the original reason for their removal, the behaviour of that student whilst in the RR, and the potential impact on 'disruption free learning', if that student returns to lesson.

Parents/carers will be informed on the same day that their child has been removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class. Staff will record all incidents of removal from the classroom. This will be recorded on SIMS. The staff member will log an S0 (Sanction Removal).

The staff member who requested the removal of the student, will be expected to speak to that student either during their time in RR, or at a time before the next lesson they have with the student. The staff member who requested the removal of the student, will also be expected to make contact with the parents/carers of the student explaining the reasons for the child's removal.

7.1 Removal from classrooms - Procedure

Classroom expectations and rules will be displayed in every classroom, and these will be communicated regularly by the class teacher.

We expect classrooms to be disruption free to allow students to be free to learn.

Students will be given one clear and calm warning for a first breach of a classroom rule, or any behaviours that disrupts the learning environment. For a second breach, the student will be removed from their normal timetabled lessons for 2 full lessons plus a social time.

The student will be given a referral ticket, signed by the class teacher and that student will need to take that ticket from the class teacher, make their way to the RR, and hand that ticket to the Triage Member of Staff in the RR.

The student will be given some time to become calm and composed, to regulate themselves, and then once they have done this, along with a conversation with the Triage Member of Staff, that student will then enter the main section of the RR, where they will complete the work set for them.

The student will stay in the RR for 2 full lessons plus a social time.

The student will be required to gain 12 points before they can return to the classroom. If they do not gain those 12 points then they will need to stay for a further full lesson. This will continue until they have gained 12 points.

If a student disrupts the environment of the RR, then that student will return to Triage (within the provision), will 'reset' with the Triage Member of Staff, and then will return to the main section of the room. If they continue to disrupt, the student will once again return to Triage, where a 'reset' conversation will be had with the parent/carer. The student will then return to Reflection following that parent conversation. If the student continues to fail to respond positively to any intervention put in place, then it could result in that student being suspended from school for a fixed period of time.

8. The Role of the Parent

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school grounds. They will be encouraged to work in partnership with the federation to assist in maintaining the high standards of behaviour and will have the opportunity to raise with the federation any issues arising from the operation of the positive behaviour policy. Parents/carers are expected to notify the school of any change in circumstance at home that may have an impact on demonstrated behaviours.

9. Behaviour Tracking

Behaviour tracking will take place on a regular basis. It starts with the member of staff inputting either an incident log or BRASH incident log, a Sanction or a Reward on the Schools SIMS system. In 2018 the school introduced a new Parent SIMS App, in which a parent can be notified of the entry at 1800 on the day of the sanction/reward. For the outcome to be positive, it is fully expected that the parent has the relevant conversation with their child about either the sanction (Restorative Justice Meeting/Detention) or the reward.

Teaching staff within the school have different roles when it comes to tracking the behaviour of students. The tracking takes the following pathways:

9.1 SLT Analysis - Regular reports will be produced and presented to the SLT to enable patterns and trends to be investigated and acted upon. Specific areas for investigation will include: Incident type, staffing, subject and year group.

9.2 Head of Faculty/Achievement Co-ordinator Tracking - Daily reports are produced for HOFs and ACs to consider and take action if necessary. Trends in the behaviour of specific students may become apparent, as will trends in flashpoints around the school, and in particular lessons. Any concerns about behaviour will

be discussed between the HOF and the Link Senior Leader, and between the relevant AC and Form tutor. Individual action plans can be initiated along with the monitoring processes, explained below.

9.3 Wave 1 monitoring – all students will be monitored at Wave 1 by their class teacher and form tutor. It is when negative behaviour presents itself on a regular basis, that the tutor or class teacher will begin a Wave 1 Intervention file. The student may be on report to their Subject Teacher or Form Tutor for an agreed period of time, working on targets agreed between the student, the teacher, and the parent if appropriate.

9.4 Wave 2 monitoring – if there has not been any improvement at Wave 1, then a Wave 2 file will be opened. This is where the student will be monitored by their Achievement Co-ordinator or Assistant Achievement Co-ordinator for an agreed period of time, working on targets agreed between the student, the teacher, and the parent if appropriate.

9.5 Wave 3 monitoring – if a student reaches this level, it will have been clear that any previous interventions have not worked, and the student will now be monitored by a Senior Leader. A Pastoral Support Plan will be initiated, with targets being regularly reviewed between the student, the teacher, and the parent. It is likely that at this stage, other agencies will be involved in the pastoral care of the student.

10. Definitions and Procedures

10.1 Definitions

Misbehaviour is defined as, but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude.

Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments.
 - Sexual jokes or taunting.
 - Physical behaviour like interfering with clothes.
 - Online sexual harassment, such as unwanted sexual comments and messages. (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
 - Vandalism.
 - Theft.
 - Fighting.
 - Smoking, including vaping or related activities
 - Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:

- Knives or weapons.
- Imitation weapons
- Alcohol.
- CBD products, such as oils, vapes and gummies.
- Illegal drugs, including THC (Tetrahydrocannabinol) and any related products.
- Stolen items.
- Tobacco and cigarette papers, e-cigarettes and smoking related paraphernalia
- Fireworks.
- Pornographic images.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

10.2 Mobile phones

Students are allowed to bring mobile phones into school. We recognise that some parents may want their child to have their mobile phone on the way to and from school, for contacting reasons.

However, the rules are that Mobile phones must be switched off and stored (out of sight) during the school day, and whilst on site. The mobile phone needs to be either in the students bag, or in the inside pocket of the blazer. If the mobile phone is seen or heard, then the mobile phone will be confiscated. If a student has their mobile phone confiscated on numerous times, then that student will have a mobile phone ban.

10.3 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of school staff can use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents in writing, unless doing so would likely result in serious harm to the pupil.

When assessing risk and deciding whether to use reasonable force, staff will take into careful consideration any specific vulnerabilities of the pupils, including SEND, mental health needs or medical conditions.

When the use of reasonable force constitutes a restrictive intervention, the procedures set out in the Positive Handling and Restrictive Intervention Policy must be followed.

10.4 Searching, screening and confiscation

Searching, screening and confiscation will only be conducted in line with DfE Guidance on Searching, Screening and Confiscation - Advice for Schools.

10.5 Off-site unacceptable behaviour

School staff may apply sanctions where a pupil has misbehaved off-site when representing the school.

This means unacceptable behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of the school.

Sanctions may also be applied where a pupil has behaved unacceptably off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.

The decision to sanction should only be made on school premises or elsewhere when the pupil is under the lawful control of a staff member.

10.6 Online misbehaviour

School staff can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

10.7 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the Headteacher will report the incident to the police.

When establishing the facts, school staff will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the decision for who makes the report.

If police attend the school site and question a pupil/pupils as part of their investigation, the Headteacher will ensure that the pupil(s) is supported by an appropriate adult.

School staff will not interfere with any police investigation. However, school staff may continue to follow their own investigation procedure and enforce sanctions, as long as it does not conflict with the police investigation.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to the LADO if appropriate.

10.7 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes a serious allegation, including one of sexual violence or sexual harassment against another pupil, and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

10.8 Suspension and permanent exclusion

The school will work to create an environment where exclusion from school is not necessary because pupil behaviour does not require it.

However, suspensions and permanent exclusions are an appropriate, and essential, element of school behaviour management processes. Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.

When making the decision to suspend or exclude, due consideration will be given to the impact of allowing the pupil to remain in school and the impact that this would have on the education and welfare of the pupil or others, such as staff or pupils in the school.

The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement).

11. Anti-Bullying

The school expects all children to be treated with respect and we respond decisively where bullying is found to be taking place. There is no legal definition of bullying, however our definition of bullying is: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

We recognise that bullying is a form of Child-on-Child Abuse.

Bullying is, therefore, behaviour that is:

- Deliberately hurtful.
- Difficult to defend against.

Bullying categories can include:

Emotional - Being deliberately and persistently unfriendly, excluding, tormenting

Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including:

- Racial
- Faith-based
- Gendered (sexist)
- Homophobic/biphobic
- Transphobic
- Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
- Disability-based

Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal - Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We will always take bullying seriously, using a range of proactive and reactive strategies to:

- Combat and prevent bullying.
- Prevent, de-escalate and/or stop any continuation of harmful behaviour
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard the pupil who has experienced bullying and to trigger sources of support.

We recognise that bullying is a form of Child-on-Child Abuse and therefore support will be managed in accordance with the School Safeguarding Policy.

Apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support. If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible.

12. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, school staff will consider them in relation to a pupil's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, Headteachers will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid putting a disabled pupil at any substantial disadvantage as a result of the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured by the local authority and the school must cooperate with the local authority and other bodies.
- As a part of meeting these duties, the school will anticipate, as far as possible, behaviour expectations that a pupil may have difficulty meeting due to their SEND and/or all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This may include approaches such as:
 - Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
 - Adjusting seating plans to ensure, for example, that accessibility arrangements are appropriate, that pupils have easy access to targeted support from the teacher, are removed from potential distractions, or are responsive to specific anxieties.
 - Adjusting uniform requirements for a pupil with sensory issues.
 - Training for staff in understanding conditions such as autism so that staff understand, for example, how to manage change of transitions for children who experience greater anxiety at these times.
 - Use of appropriate spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Any proactive support will take into account the specific circumstances and requirements of the pupil concerned. Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs.

Where a pupil's special educational need or disability may impact their ability to meet the expectations set out in the behaviour policy, it is important to identify the specific barrier they experience and put in place appropriate reasonable adjustments to support the pupil to meet the expectations. The impact of the support must be regularly evaluated.

Some pupils with SEND will also require targeted or specialist support and / or intervention to meet the expectations set out in the behaviour policy. Where this is the case, this should be implemented using a graduated approach to assess, plan, do and then review the impact of any support being provided.

12.1 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, school staff will take into account:

- Whether the pupil with a special educational need or disability was appropriately and/or reasonably supported to understand the rule or instruction, and meet the expectation(s) required of them?
- Where a pupil displays behaviours that present a risk of harm to themselves or others as a result of their special educational need or disability, were appropriate reasonable adjustments and support in place and consistently implemented for the pupils, including where this is required to achieve appropriate de-escalation?
- Whether the sanction is a proportionate means of achieving a legitimate aim. If the answer to any of these questions is no, it may be unlawful for the school to sanction the pupil for the behaviour.

Where a sanction is implemented, the headteacher will assess where appropriate reasonable adaptations will be made to the sanction. The headteacher will need to consider their duty to safeguard the pupil themselves, other pupils and staff when identifying how best to support the pupil following any incident where the education or welfare of others was placed at risk of serious harm. In these incidents, the Headteacher will consider whether a risk assessment will need to be undertaken in partnership with parents and, where appropriate, with the pupil themselves. Where appropriate, external partners, such as the local authority, could also be involved.

12.2 Considering whether a pupil displaying challenging behaviours may have unidentified SEND

The special educational needs co-ordinator (SENCO), in partnership with other leaders (e.g. pastoral lead, attendance lead etc.), will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, school staff will liaise with external agencies and plan support programmes for that child. School staff will work with parents to create the plan and review it on a regular basis.

12.3 Pupils with SEN but without an EHC plan displaying challenging behaviours

For pupils with SEN but without an EHC plan, the school will review, with external specialists where appropriate, whether the current support arrangements are appropriate and what changes may be required. This review may result in schools requesting an EHC needs assessment or a review of the pupil's current package of support.

12.4 Pupils with an education, health and care (EHC) plan

The special educational provision set out in the EHC plan must be secured by the local authority. The school will use its best endeavours, working with the local authority and other bodies, to secure the provision that a pupil's special educational needs call for. If school staff have a concern about the behaviour of a pupil with an EHCP, the Headteacher will make contact with the local authority to discuss the concerns and if any

additional support that might be required. Where it is identified that the provisions set out in the EHCP are no longer appropriate to meeting the needs of the pupil or where an alternative placement is being sought, the headteacher may request an early annual review. Requesting an early annual review should be considered prior to making the decision to suspend or permanently exclude.

13. Supporting pupils following a sanction

School staff will employ strategies for successfully reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension, including measures such as reintegration meetings, daily contact with identified staff and personalised behaviour goals.

14. Review

The Head Teacher, in consultation with the whole federation community, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair, and consistent. The Head Teacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with all members of the federation community. The outcome of the review will be communicated to all those involved, as appropriate.

15. Summary

Within the federation, we have a clear and consistent approach to the management of the behaviour of the students in our care. We believe that all students and teachers have the right to work and learn in a calm and ordered environment. Positive discipline helps students to make correct choices and prepares them for life beyond school. This document is freely available to the school community. Information about it will be made available via the school website, school council, assemblies, form time and via the prospectus.

Appendix 1 – Sanctions

Sanctions					
Before any Student is referred to the Reflection Room or is given a Sanction, the Class Teacher will have applied the appropriate Behaviour Management Techniques in order to de-escalate a situation. The Class Teacher must also make sure that any SEND requirements have been met before the student is sanctioned or referred to the Reflection Room. If the incident does deescalate and does not move into the Sanction System, then that member of staff will complete an Incident Log or BRASH incident log.					
S0	S1	S2	S3 (HoF/AC/SLT authorisation required)	S4 (SLT authorisation required)	S5 (SLT authorisation required)
Any behaviour that disrupts the students own or others' learning within the lesson Low level examples of behaviours may include... talking/shouting across the classroom walking around the classroom, Failure to comply with staff in lessons Inadequate work The above list is not an exhaustive list, there are other examples of behaviours that disrupt the learning of the individual or the learning of others	Incorrect Uniform (Form Tutor to log) Lateness Lack of equipment Lack of homework Mobile phone out in class (phone is confiscated and logged)	Persistent Incorrect Uniform (Form Tutor to log) Persistent lateness Persistent lack of equipment Persistent lack of homework Dangerous behaviour within a faculty Damage to equipment Inappropriate Language Rude to staff / student Failure to comply with Wave 1 report card requirements Truancy from part of a lesson	Dangerous behaviour (Site) Refusal to comply with site rules KS4 Exam Malpractice (Mock Exams) Failure to comply with Wave 2 report card requirements Smoking related offence (1st) Swearing (not directed or targeted) Significant Damage to equipment / resources Truancy from a whole lesson Other more serious (SLT)	Bullying / Harassment Fighting Additional smoking related offence Deliberate and/or targeted swearing at any person Abusive behaviour towards staff / student Truancy (a complete session – AM or PM) Other more serious (SLT) Failure to attend S2 or S3 after school detention	Persistent disruptive behaviour Physical assault of a peer Physical assault of a member of staff Refusal to comply with an S0 consequence Refusal to comply with an S4 consequence Other more serious (SLT)
Action					
Reflection Room Referral	Warning Logged as an S1	After School Detention 30 minutes	After School Detention 60 minutes	Isolation in the Reflection Room	Exclusion or Isolation in the Reflection Room
Parents informed when student arrives at Triage. Referring Class Teacher to contact parents explaining reason for referral.	Parents informed via Parent SIMS App/phone call/email.	Parents informed via Parent SIMS App/phone call/email. Student to complete relevant Restorative or Reparation Work.			Full communication with home throughout the process. Return from Suspension meeting run by AC or SLT. Report card/PSP started/possible Wave 3 Intervention

Appendix 2 – Rewards

Rewards						
Achieving Excellence Together			   			
R1	R2	R3	R4	R5	R40	R98, R99, R100
House Points awarded to all pupils who meet and exceed expected standards: Examples are... 1. Meeting Learning Expectations 2. Correct uniform 3. Having all equipment 4. Positive commitment to learning 5. School community contribution Any other behaviour the teacher deems worthy of a reward	To be awarded to <u>at least one</u> pupil each lesson for any of the following: 1. An excellent piece of classwork or homework 2. Exceptional effort and/or application in the lesson 3. Demonstrating any of the Aylestone values 4. Exceeding Learning expectations in classroom Any other behaviour the teacher deems worthy of a reward	Faculty and Year Group 'Star' of the ½ term. Awarded to pupils who consistently demonstrate excellent work and/or commitment to their learning. Faculties/Year Groups are to identify students based on progress and academic achievement.	Faculty and Year Group 'Star' of the term. Awarded to pupils who have consistently demonstrated over the full term, excellent work and/or commitment to their learning. Faculties/Year Groups are to identify students based on progress and academic achievement. This could include a recipient of the R3 award.	Awarded to those pupils who have received the fewest Sanctions, have very good attendance, have gained a high number of House Points and have attended many Enrichment Sessions. A letter of Congratulations sent home by the Head Teacher.	Awarded to any student when they have attended 20 Enrichment Sessions – 2 House Points per session.	Attendance Rewards. Students are rewarded for their attendance with House Points. 100% = 50 House Points 99% = 40 House Points 98% = 30 House Points 97% = 20 House Points 96% = 10 House Points
Member of Staff to input 2 House Points to all deserving pupils Parents notified via Parent SIMS App	Member of Staff to input 5 House Points to all deserving pupils. Parents notified via Parent SIMS App.	Recognition of achievement letters sent home from by the Head of Faculty or Achievement Co-ordinator. HOF or AC to input the award. The pupil will be awarded 25 House Points. Parents also notified via Parent SIMS App	An 'Outstanding Achievement' Letter/postcard will be sent home from the Head of Faculty or Achievement Co-ordinator. Each pupil will be given 50 House Points. Parents notified via Parent SIMS App	A letter of Congratulations sent home by the Head Teacher. Aylestone Special Achievement Awards presented to successful students. Students invited to an end of year celebration event.	Class teacher or Form Tutor to input the A40 reward and sign off their Enrichment Record Parents notified via Parent SIMS App	Attendance Officer or SLT to input the relevant House Points. Certificates handed out in a Celebration Assembly, and congratulatory letters sent home. Parents notified via Parent SIMS App